



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: CENTRAL PARK EAST 1 ELEMENTARY SCHOOL

DBN (i.e. 01M001): 04M497

Principal: LINDLEY UEHLING

Principal Email: LUEHLING@SCHOOLS.NYC.GOV

Superintendent: ALEXANDRA ESTRELLA

Network Leader: ALISON SHEEHAN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Lindley Uehling	*Principal or Designee	
Marilyn Martinez	*UFT Chapter Leader or Designee	
Gigi Verkaik	*PA/PTA President or Designated Co-President	
Michelle Harrington	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
James Shoaf	Member/ Teacher	
Yvonne Smith	Member/ Teacher	
Timothy Lively	Member/ Teacher	
Rebekah Myatt-Hammond	Member/ Parent	
Wayne Collier	Member/ Parent	
Sarah deForest	Member/ Parent	
Melissa McGovern	Member/ Parent	
Meglena Zepreva	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, The faculty will produce a report that outlines instructional practices that informs vertical planning and provides evidence of vertical planning on a school-wide basis.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

“Formalize structures which capture the effectiveness of curriculum and instruction to ensure maximum utility in the school’s vertical planning of its purposeful instructional practices across the school community.” 2012-13 QR

The QR noted that “a comprehensive scope of data is solely utilized consistently by the upper grades, and so, the instructional planning is better tailored to address both student need and interest, leading to students in grades 3 through 5 owning a stronger, more tangible understanding of their academic growth than younger students in the school.” Although purposeful longitudinal data is collected at every grade level, the QR recommendation makes evident that the school is accountable for demonstrating and reporting out with equal efficacy at all levels. The QR Indicator (5.1)

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy – All teachers and the administrator will participate in developing the school wide document, demonstrating “connections and surfacing trends in data across all grades so that curriculum resources and personnel are further developed or revised in real time.”

1. Activity - Faculty workshop to describe and summarize how data from NYSED and other quantitative/qualitative in-class inform instructional planning and reveals vertical planning.
2. Activity - PreK-3rd workshop, supported by data specialist: compile list of assessments used inform instructional planning.
3. Activity – Faculty and administrator review and edit collated results.
1. Activity - Follow up session with faculty, necessary to edit and validate the document.

B. Key personnel and other resources used to implement each strategy/activity

1. Faculty Agenda Committee (which includes data specialists) will plan workshops; responsible for documenting results.
2. Data specialist (2) will provide samples to the lower-grade team (9) and administrator (1).
3. Lower grade and upper grade teams (14) focus on student learning objectives and interests to structure the components and methods vertically.
1. Administrator will collate the final document for final review by faculty.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By the end of 2013-2014, CPE 1 will collate key assessment and curriculum data to complete the school-wide document that that supports yearly vertical planning.
2. Data specialists and administrator will collate results of workshop to provide working draft for faculty
3. Grade level teams review and edit draft, each providing updates to the other team.
4. Final document informs and supports future curriculum and instructional planning, new teachers, and faculty self-evaluation, as well as informs the next SQR team.

D. Timeline for implementation and completion including start and end dates

1. Workshops will begin in February 2014.
2. The grade-range teams will share their lists at a full staff meeting in April.
3. The first draft of the school-wide documentation will be produced by the first week in May.
4. The final document will be ratified by June 1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. No cost is associated for this activity.
2. No cost is associated for this activity.

3. Per session rate for teachers for after school time.
4. Per session rate for teachers for after school time.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Principal will report this initiative in the weekly CPE 1 Notes. Faculty will develop "Vertical Planning" presentation for parents.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

X ARRA RTT Data Specialist

Goal and Action Plan #2

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 1, 2014, children in 4th and 5th grade, who are identified by NYSED testing as the "lowest third" and/or as "struggling" IEP, SWD students", will be provided personalized learning goals and measures to assess how to better meet their needs.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Student Performance (13.8 out of 25) and "Closing the Achievement Gap" (2.3 out of 15). CPE 1 2013 Progress Report

CPE 1's Overall Score improved from 21.7 out of 100 points in 2010 to 49.2 points in 2013. Compared with 2013, Student Performance (13.8 out of 25) fell by 4.6 points, and there was no real in gain in Closing the Achievement Gap (2.2 to 2.3 of 15 pts). Although current practice ensures that each student has individualized goals, we determined to identify ways to measure and to improve instruction with these identified "study groups".

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The administrator will identify the students who scored in the lowest third of students, low scoring IEP, SWD and ELL students.
2. Data specialist will identify the areas of strength and weaknesses to be used in combination with teachers' observations of classroom evaluations as the basis for targeted developmental goals for each child in the study.
3. Teachers will record the progress or observable reasons for lack of progress relative to each student.
4. Results of the study will be summarized for each student, along with an evaluative summary of the study results.

B. Key personnel and other resources used to implement each strategy/activity

1. The administrator will coordinate study with Data specialist, classroom teacher/special education teams, and ELL teacher.
2. Teachers will use classroom assessments and the CORE checklist to identify needs and goals, as well as observations and toward developmental goals.
3. The Upper Grades Team will provide observations over time to update each child's program.
4. The administrator will collate the data and draft and provide an evaluative summary of the study results.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The data specialist will review data of students in the study with the administrator and the Upper Grades Team.
2. The Upper Grade Team will determine guidelines for how progress will be measured.
3. A documented record of observable obstacles and/or progress will be maintained for each student.
4. The Upper Grade Team will present the study and the results of the study to the rest of the faculty.

D. Timeline for implementation and completion including start and end dates

1. The students in the study will be identified by mid-November.

2. Teachers share measurable progress in bi-monthly team meetings.
3. The administrator will receive summary observation of students from Upper Grade Team by mid-May.
4. Summary report completed by May 30 for presentation to faculty.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Per session rate coverage for data specialist 4 hours.
2. Per session rate for Upper Grade Team for 8 hour-long meetings after school.
3. No cost associated with this activity.
4. No cost associated with this activity.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The 4th/5th grade team and administrator will explain the study to the parents. Parents will be kept informed of important teacher observations and the ways parents can support their children at home. Parents will be informed of the results of the study and information specific to their child.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	X	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

ARRA RTTT Data Specialist

Goal and Action Plan #3

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By May 1 2014, 100% of the faculty of CPE 1 will complete school-wide implementation of the CPE 1 Writing Continuum as a core measurement of student writing skills.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

"Develop a cohesive system to ensure that all teachers know their students' needs and strengths in writing on an ongoing basis to support targeted instruction and foster task engagement across the school." 2011 QR Indicator 5.3.

CPE 1's formative assessments are designed to identify students' strengths and weaknesses and to inform and adjust instructional decisions at the classroom and school level. The staff continues to work on the challenge of outlining the fundamental developmentally appropriate requirements for students to develop into effective writers, progressing from pre-kindergarten through 5th grade.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Teachers review and propose elements that enable greater differentiation among the Continuum levels on an on-going basis.
2. Teachers evaluate and edit the Writing Continuum to provide for continuity in the language used about student writing.
3. Teachers use a range of students' work to evaluate the elements and the levels.
4. Teachers teach the students in grades 3-5 how to use the Continuum as an instrument for self-evaluation and to invite their make recommendations for its improvement.

2. Key personnel and other resources used to implement each strategy/activity

1. All school faculty are involved in the development and require time to discuss and to experiment.
2. The reading intervention teacher and teacher mentor will support Continuum revising.
3. The Upper Grades Team will introduce the Writing Continuum to the students and invite their involvement in revising the elements.
4. Upper Grades Teacher Team will report results of work with students to faculty.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. By the end of the 2013-14 school year, the CPE 1 Writing Continuum will be considered the shared method for tracking student progress in writing. 2. The Continuum will meet the expectations of effective writing and will reflect essential Common Core elements. 3. Using results of students' involvement in using the Continuum, the instrument will reflect improvements made as experienced by the students' questions and observations. 4. The end-of-year edition of the Writing Continuum a final editing, and the form will be readied for implementation in all grade levels for the next year.
4. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. Elements and levels of the Continuum will be in place by March; editing will continue. 2. Review of the relationship between the Continuum and Common Core will be completed in April. 3. Summarized results of use in Upper Grade and Lower Grade Team Meetings finalize by end of April. 1. Teachers will implement the Continuum with all students to prepare final edition by May 1.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. No cost is associated with this activity. 2. Per session rate for 6 teachers for up to 4 hours group editing after school. 3. No cost is associated with this activity. 6. No cost is associated with this activity.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
The principal will introduce the Writing Continuum in through CPE 1 Notes. Classroom teachers will include updates about the development of the Continuum over time in their Weekly Class Notes. The Continuum will be introduced at Open School Night in Fall 2014 and beginning of year classroom parent meetings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
TL CIE											

Goal and Action Plan #4

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By May 30, 2014, the faculty and the principal will have implemented an effective communication system that results in improved professional development planning and growth which further adult learning across the school.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
<i>“Increase frequency of teacher feedback opportunities so that pedagogy is regularly discussed between administration and teachers....capitalize on the knowledge and skills of the more adept teachers to develop and lead professional development opportunities for their peers.”</i> 2012-13 QR Indicator (4.1) <i>Faculty response rated 5.6 for the criterion: “principal visits classrooms to observe quality of teaching”</i> 2012-13 School Survey Indicator.
Professional development is a high priority at CPE 1. The program’s management is guided by a “teacher-led” philosophy that has ensured that professional development activities are focused on student outcomes. Last spring’s evaluations called attention to the need for the teachers and the administrator to assess school-wide communication relative to implementing changes that support an effective and satisfying professional development experience.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
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1. Strategies/activities that encompass the needs of identified subgroups
Strategy – The principal and faculty establish process, as they meet the requirements of the MoTP process, to effectively identify ways to improve communication and enhance professional development.
<ol style="list-style-type: none"> 1. Activity - Staff Meeting: principal and teachers identify and document specific ways in which communications could be improved by both principal and teacher leadership in a “teacher-led” school; 2. Activity – Teacher/principal implement results of Staff Meeting in informal and formal pre- and post-observation conferences and other opportunities. 3. Activity - Advisory Committee (3 teachers and the principal) update reports to faculty in Friday Business Meetings 4. Activity - Faculty and principal meet to determine indications of improvement of communications.
2. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Principal and faculty set aside Monday staff meeting time to initiate process of shared work toward improvement. 2. Advance Talent Coach provides feedback. 3. Advisory committee reviews and tracks feedback.. 4. Faculty, principal, Superintendent, and Talent Coach contribute to describing communications improvement.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Principal and faculty draft plan to document the planning. 2. Record of evidence in notes from teachers professional development conferences and feedback from Talent Coach. 3. Advisory Committee will keep record of assessed progress shared with faculty. 4. Faculty/principal summaries will monitor improvements with final shared assessment.
4. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. Principal initiates strategies in September; faculty discussion in February to establish specific needs. 2. Faculty and principal meet as frequently as needed as identified in the results of the Staff Meeting. 3. Advisory committee establishes bi-weekly meetings per month until end of May report 4. Principal will draft the summarizing documentation based on the shared assessment by May 30.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. No cost is associated with this activity 2. No cost is associated with this activity. 3. No cost is associated with this activity. 4. No cost is associated with this activity

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).
Principal will share report with the School Leadership Team and will review the process with the SLT on an on-going basis. Principal and teachers on the SLT will report the results of the final shared assessment to the SLT.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
n/a										

Goal and Action Plan #5

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
1.
- 2. Key personnel and other resources used to implement each strategy/activity**
1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- 4. Timeline for implementation and completion including start and end dates**
1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
6.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Descriptive observations and in-class assessments identify areas of need (e.g., from phonological awareness to structures for organization, according to the developmental needs of the child.	Differentiated reading & writing instruction and activities; small group & individualized. Perceptual development assessment and activities inform methods for each.	During the school day
Mathematics	Descriptive observations and in-class assessments identify areas of need: e.g., sorting, numeracy readiness according to the developmental needs of the child.	Differentiated instruction through direct instruction to math activities; in small group and one-to-one. Perceptual development assessment and activities inform methods for each child. Interdisciplinary and hands-on work, such as cooking, deepen understanding. Projects afford more applied math.	During the school day
Science	Descriptive observations and in-class assessments identify areas of need; teachers provide subject specific learning strategies according to the developmental needs of the child.	Interdisciplinary teaching in small group includes one-to-one support as needed.	During the school day
Social Studies	Descriptive observations and in-class assessments identify areas of need; teachers provide subject specific learning strategies according to the developmental needs of the child.	Interdisciplinary teaching in small group includes one-to-one support as needed.	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	A social-worker School Counselor, School Psychologist, and Pre-school Social Worker provide responsive, direct attention to social/emotional needs. Practice in self-regulation, anger management, etc.	Counselor meets one/one and small groups. School Psychologist provides recommendations to faculty and parents. Pre-School Social Worker provides individual support and parent workshops.	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home; provide targeted workshops as parent groups' needs are identified.
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 04	Borough Manhattan	School Number 497
School Name Central Park East 1 Elementary		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Lindley Uehling	Assistant Principal n/a
Coach n/a	Coach n/a
ESL Teacher Anthony Minerva	Guidance Counselor n/a
Teacher/Subject Area n/a	Parent n/a
Teacher/Subject Area n/a	Parent Coordinator Beth Wood
Related Service Provider n/a	Other n/a
Network Leader(Only if working with the LAP team) n/a	Other n/a

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	188	Total number of ELLs	3	ELLs as share of total student population (%)	1.60%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In		1		1		1								3
SELECT ONE														0
Total	0	1	0	1	0	1	0	0	0	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	3	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	1
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	2			1						3
Total	2	0	0	1	0	0	0	0	0	3

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French														0
Spanish														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ___	Asian: ___	Hispanic/Latino:
Native American: ___	White (Non-Hispanic/Latino): ___	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish						1								1
Chinese				1										1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	1	0	1	0	1	0	0	0	0	0	0	0	3

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)						1								1
Advanced (A)		1		1										2
Total	0	1	0	1	0	1	0	0	0	0	0	0	0	3

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4		1			1
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4					1				1
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1						1
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We use running record evaluation using our Stages of Reading and The Writing Continuum assessments.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
There are no data patterns among the because the children have different proficiency levels, grade levels, and demographics. In one case, there is evidence of developmental delay in language processing, which we continue to evaluate .
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
As a small school., we are able to respond with an individualized program for each child with established program to support the child's language development. For example, we have introduced perceptual development exercises, using the data from the NYSESLAT to inform us of the focus. We integrate the child's classroom work into the ELL sessions as well.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. There are no patterns because the children exhibit different evidence in their language patterns and have different demographic backgrounds.
 - b. Other than the NYSESLAT, we use individualized assessments that enable comparative information and that assess children's language skills.
 - c. n/a
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
We use data from direct classroom observations, one-to-one instruction observation, student interview, and records of the individual's response to activities. It is important to link the the interventian plan with the curricular activities in the classroom, modifying according to each child's modlity preferences. Because we are able to give one-on-one instruction, we are able to adjust planning according to the observations made be both classroom teacher and by the specialist's mediation in the moments of instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?
We provide a language . There are 3 ways we do that: we inform the teacher of the need, provide support to the teacher to adapt the material (sometimes it requires just more time), and by targeted remedial support from the ELL teacher, as well as individualized mediation the classroom teacher as planned and needed.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Using formative assesments and descriptive analysis specific to each child's areas of strength and difficulty.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) Upon enrollment newly admitted students receive an enrollment packet that includes the Home Language Identification Survey (HLIS). As the family completes registration, a trained pedagogue, Donnie Rotkin, conducts the Home Language Survey. Donnie Rotkin determines if the language code is other than English, if this is the case then the student will be administered the LAB-R exam within 10 days of their enrollment. If the students home language is Spanish, and they are entitled, they are administered the Spanish LAB within ten days of enrollment. These exams are hand-scored and then we maintain a copy of these for our records. The Borough

Assessment Implementation Director (AID) Marie Busiello will be contacted to order LAB-R testing materials for the students that need to be administered the LAB-R. If a student scores at the beginning, intermediate or advanced level on the LAB-R then the student is considered an ELL and steps will be taken to place the student in an appropriate instructional program. After a student is identified, they are tested annually with the NYSESLAT. Anthony Minerva coordinates the administration of the NYSESLAT test to our 3 students.

We ensure that the testing materials and conditions are firmly adhered to as per regulations.

After students have been identified as ELL they will be assessed annually with the NYSESLAT assessment. Marie Busiello will be contacted to ensure that a sufficient amount of testing materials have been ordered to assess the eligible students. Following the Department of Education's assessment calendar Donnie Rotkin will administer the NYSESLAT exam to the eligible ELL students.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
. If the student is identified as an English Language Learner from the results of the LAB-R, an entitlement letter on CPE Letterhead and done in the parents' preferred language, is sent out to inform parents of the three choices offered in NYC, their right to choose one of the three choices, and to invite them to a Parent Orientation meeting. Each parent is also personally called to ensure that they understand the importance of understanding their option and re-confirm the time and location of the Parent Orientation meeting. The Parent Orientation Meeting is facilitated by Cordelia Castillo and Donnie Rotkin and is done at a time that is convenient for the parent. Due to our low enrollment of English Language Learners, we are able to cater the meeting individually and at a convenient time for the parent schedule.

For each meeting, whether done in a group or one-on-one, we create and file an agenda and attendance sheet. The meetings are always conducted in the parents preferred language. At the Parent Orientation meeting the three program choices, Transitional Bilingual Education, Dual Language, and Freestanding ESL, are explained to the parents by a certified pedagogue Donnie Rotkin. We share the information about the three programs from the brochure and make sure that the parents understand the DOE brochure. We then show the parent orientation video in their preferred language. Parents are given the information letter detailing the three choices, and then are given the Program Selection form and the Parent Survey. At this time a majority of the parents turn in their survey. If they take the form home, the parent coordinator follows up with the parent in two days to see if they can help to answer any further questions. We try to ensure that all surveys are collected within one week. If a parent is not able to attend this meeting, we schedule several follow-up meetings that may be an option for them to attend. If they are unable to attend the follow-up meeting, we schedule a one-on-one meeting with the parent and the parent coordinator. Our goal is to have parents complete the process one month after their child has registered.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are

returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

The ELL Program Coordinator, Anthony Minerva, will distribute the entitlement letters based on the results of the LAB-R. The coordinator prints and fills out the forms and then distributes these letters to the classroom to be sent home. Parent Surveys and Program Selection Forms are cross-checked by the ELL Program Coordinator after the parent orientation meetings. We continuously

present the parent orientation meetings until we have 100% attendance. If a parent is unable to attend one of the numerous orientation meetings, we offer one-on-one meetings at their convenience to inform them of their options in New York City. All ELL forms are stored in each student's cumulative folder which are housed in a filing cabinet in the main office. In this file cabinet we have a copy of the HLIS, the entitlement letters, and the Parent Selection Form for all new ELL's.

- :
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Our parents have consistently chosen the Freestanding ESL model of instruction, therefore our two teachers who have a bilingual extension push-in to classrooms during the day to service our ELL's. In this way we are honoring parent choice. Out of our 206 students, we have 3 identified ELL's in a push-in model of freestanding ESL.
 5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Each of the 3 children were tested independently in a room free of distractions by teachers that were not their teachers. The Math Coach, Donnie Rotkin, administered the exams.
 6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Parents consistently have chosen free-standing ELL over the other options.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. Push-in model; pull-out is supplemented once a week for the two advanced learners and twice a week for the intermediate learner.
 - b. ELL children are immersed in classes taught in English with non-native English speakers and non native English speakers who have become proficient in English.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ELL teacher schedules pull-out sessions with the classroom teachers at the beginning of school year. The combination push-in and pull-out scheduling provide the mandated time.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Classroom teachers are familiar with the language needs of each student, and they conference with the remediating teacher so that the students can benefit from coordinated lessons that match the content of study in the classrooms' Common Core curricula.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

n/a.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We evaluate through observations and review of individualized assessment of the students, as well as through the various interactive learning activities we have daily at our school.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

All three children enjoy individual support as needed in the classroom and individualized, targeted lessons with the ELL teacher. We differentiate for the individual student. We have no ELLs who have been in US schools for less than 3 years. ELLs who require ongoing service to become proficient are monitored as individuals and each plan is updated to match the needs of the developing learner. Once children have achieved the Proficient level, their learning support continues as needed. We are observant of developmental delays that are not due to the ESL proficiency.
7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Classroom instructional materials are at a level which is accessible to the students. In the cases of the oldest student, the instruction is designed around the identified specific areas that the child needs to develop and provides text retelling as needed.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Central Park East 1 curriculum is developed to be accessible to all students at the point of instruction. As a progressive model school, lessons can be adjusted to the needs of the child as observations are made, even in the moment. Project-based learning is a blend of the skills and knowledge that the child must master with the materials and instruction that match the child's capacities. E.g., Writing workshop is a part of every child's curriculum.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

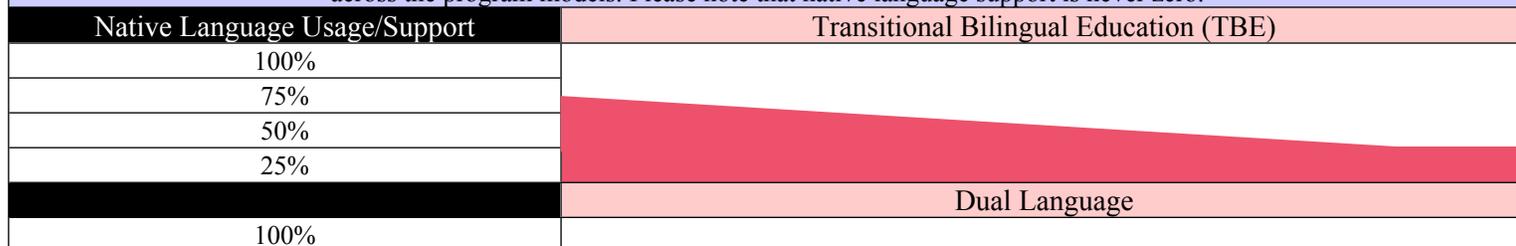
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Because each of the three identified ELL students requires unique instruction, the methodology is described in previous questioning. The range of intervention remains: 1) teachers' knowledge of the ELL students level of language ability in both English and the child's first language; 2) dedicated one/one instruction informed by the child's specific profile and lessons informed by data from running records and continuous descriptive observations.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We have questioned the effectiveness of our program and determined that it was necessary to provide a trained ESL instructor within the school, because we have been unsuccessful at finding an ELL instructor who would come to the school for 3 children (two of whom are advanced and likely to pass the NYSESLAT in the next administration. As a result, one of our special education teachers is enrolled at CUNY, taking the courses required for certification.

11. What new programs or improvements will be considered for the upcoming school year?

Any changes in the program will be informed by those recommended by this year's on-going evaluation effectiveness .

12. What programs/services for ELLs will be discontinued and why?

None.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Only one child requires supplemental IEP services, and those are being met by the classroom IEP teacher in a ICT class and his pull-out program. There are no after school services.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials uses are those from the classroom, with supplemental materials specific to weak language arts areas.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

n/a

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The response to this question was first addressed in item 8 (above). The general ed program is designed around individualizing instruction of skills and knowledge for every child. The ELL program is an extension of that goal to include language development that is identified (or could be) as an obstacle to language development and use.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

n/a

18. What language electives are offered to ELLs?

n/a

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

We determined at the end of last year that we would support a special education teacher in becoming ELL licensed; he enrolled in the CUNY ESL program and working toward completing all required coursework required.

Our Parent Coordinator works with the child's family throughout the introduction of the middle school application and search process through the final selection process. The teachers of the 5th grade students write our detailed narratives that are given to the child's middle school and that offer explanations of the students' strengths and struggles, methods that have been successful.

As described before, the special ed teacher who is acquiring the ELL training will have completed well over the required amount. The ELL teacher will be able to coach to the teachers with the information from the classes.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parent involvement at the school at the highest level because it is a requirement of our program. None of our families who speak another language at home have requested messages home in anything other than English, although the Parent Coordinator called them personally to tell the of the availability of information in their language. Each of our three children come from different language backgrounds, all of which have translations available.

E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Our ELL program development seeks to improve whenever we discover that our program could better serve a student and his/her family.

Part VI: LAP Assurances

School Name: Central Park East 1 Elem Schoo

School DBN: 04M497

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lindley Uehling	Principal		11/22/13
n/a	Assistant Principal		
Elizabeth Wood	Parent Coordinator		11/22/13
Anthony Minerva	ESL Teacher		11/22/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 04M497 **School Name:** Central Park East 1 Elementary Scho

Cluster: 01 **Network:** 102To assess our written translation

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

To assess our written translation and oral interpretation needs, we use the responses of the document that parents fill out so that we know what their home language is. The Parent Coordinator and parent volunteers who speak the language that is noted on the form call all parents who name a language other than English. Following parent conferences, or from parent/teacher contact before then and although parents indicate their preferred language for documents sent home, teachers ask if the family would prefer reports and/or conferences in a language other than English.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

As with previous years, this year there are no parents who opted for written material in a language other than English. However, parents do specify if they want a translator available for IEP conferences, where the conversation includes specialized and confusing language. No parent has requested an IEP in a language other than English since spring 2012.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school offers oral and written translations to the families where the form states that a language other than English is spoken. As the families become familiar to us, we know when it is important to continue to survey their needs. Because four of our teachers are bilingual in English and Spanish, we are able to be responsive if there is a spontaneous need, which generally happens when a parent who comes in to inquire about admissions may need translation. Our location in District 4 ensures a strong representation of Hispanic families. So far, we have only been asked for Spanish versions of IEPs, which are drafted in-house by staff when a parent requests.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

When oral translations are needed, the circumstances will dictate whether we will use in-house staff, parent volunteer, or request a translator from the DOE. In-house staff manage the IEP decisions and will order outside translators when the language is other than Spanish or English. Parent volunteers who speak languages other than English are readily available when translators are needed for admissions, parent events, or conversations with parents when the material is not confidential. We are seeing increased numbers of multi-ethnic families, where the English speaking parent translates specialized terminology for the non-native parent.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Under no circumstance have we or will we use our students to provide translation services and to serve as a translator for their parent. The Parent Coordinator will contact the Translation and Interpretation Unit and discuss our current methodology. Based on their advice we will revise our process and actions accordingly. The Parent Coordinator will convey any new information from the Unit to the school-based staff in the cases where our practice is not meeting standards or could be improved.